

ADDITIONAL STATEMENTS

STRENGTHENING EDUCATION
TECHNOLOGY THROUGH PART-
NERSHIP

• Mr. JEFFORDS. Mr. President, the federal investment in the area of education technology has been and continues to be critical in ensuring that schools in all of our states not only have technological capacity but are able to effectively integrate technology into the curriculum for the benefit of all children. The federal government has shown extraordinary leadership in this area through the funding it provides through the E-rate, the Technology Innovations Challenge Grant and Literacy Challenge Fund programs, to name a few. Still, making technology integral to and effective in the learning process is not something that can be done by the federal government alone. To be successful, it will require creating strong and committed partnerships of schools, teachers, institutions of higher education, local and state governments and of course the business community.

There are many businesses that are leading by doing—creating partnerships for the educational benefit of kids. They are investing time and resources in our nation's schools to help make technology a positive and powerful educational tool. Intel is one such company.

The Intel Teach to the Future program brings together expertise and resources from leading high-tech companies to improve technology use in the classroom. This comprehensive teacher development initiative has been designed to address the barriers teachers face in effectively applying computer technology to enhance student learning. In spite of the potential for technology to improve education, only 20% of today's 3.17 million teachers feel prepared to use technology in the classroom. Barriers to success include: lack of access to adequate equipment; lack of training on specific software tools; lack of training on tools to evaluate how, when and where technology should be applied to teach specific subject matter; and finally, lack of an evaluative process that measures success and provides for continuous improvement. Intel has learned from its own and others' experiences and partnered with leaders in the computer industry to deliver a program that can tackle these barriers head-on.

The Teach to the Future program provides a flexible, modular curriculum delivered by teachers for teachers. The training incorporates the use of the Internet, web page design and multimedia software. Every participant is guaranteed access in their classrooms to the hardware and software necessary to put their training into practice. The training of a cadre of local master teachers ensures the knowledge and expertise remains within the school district and provides for ongoing support.

Key elements of the Teach to the Future program include hands-on, face-to-face learning. The curriculum is based on the award-winning Intel ACE Project, authored by the Institute for Computer Technology. It has been delivered to some 3,200 teachers in nine communities over the last two years in cooperation with Microsoft Corporation and Hewlett-Packard Company. Responses from Intel ACE participants show that 98% of the participants found the training to be valuable; 97% developed new skills and knowledge and 94% felt the training would benefit their students. A follow-up study with teachers who participated in the training in 1998 found that more than 84% felt the use of computers had improved their instruction and more than 80% felt their students' learning was enhanced. I heard a great deal about the program that Intel sponsored in Washington, DC and was excited to learn of what a positive impact it had on students and teachers there.

Intel will develop online communities via its web site to support the Regional Training Agencies, Master Teacher and teacher participants. Some of the areas will facilitate administration of the program itself such as registration and evaluation; other services include case studies, a lesson plan database, and chat capability.

In its first three years the program will reach 100,000 teachers in the United States. Giving teachers the tools, know-how and confidence to apply technology effectively in the classroom will have a big payoff in improving educational opportunities for our nation's young people. I applaud Intel and its partners as well as all the other businesses for their commitment to education in the 21st century.●

REAR ADMIRAL JOAN M. ENGEL

• Mr. INOUE. Mr. President, I would like to take a moment to honor Rear Admiral (Upper Half) Joan M. Engel as she retires after more than thirty years of active duty service in the United States Navy. Rear Admiral Engel culminates her distinguished career as the Assistant Chief for Operational Medicine and Fleet Support at the Bureau of Medicine and Surgery. As the first non-physician officer in medical department history appointed to this position, Rear Admiral Engel brought a fresh dedication to improving Navy Medicine's ability to deploy health care worldwide. She formally directed sweeping changes to the missions of her subordinate commands and instituted many progressive initiatives such as: a robust Force Health Protection program; Chemical, Biological, Radiological and Environment agent threat assessment and education programs; the creation of Forward Deployed Preventive Medicine Units; the establishment of the Navy Operational Medicine Institute, a new command focused on advanced operational aviation, undersea, and surface medicine

training; and the complete restructuring of Navy Medical Research and Development laboratories and programs.

Rear Admiral Engel was the first female, and first Nurse Corps officer, to be selected by a board to the rank of a two-star Admiral within the Navy Medical Department. She served as the Director of the Navy Nurse Corps and Assistant Chief for Education, Training, and Personnel at the Bureau of Medicine and Surgery. Through collaboration with other military nursing leaders, Rear Admiral Engel ensured that a Bachelor of Science degree became the minimum level of education for entry into practice for military nurses, and championed the establishment of a military nursing constituency within the American Nurses Association. Rear Admiral Engel was instrumental in advancing the extensive Tri-Service Nursing Research Program which focuses on research to develop best practices for nursing care. Attuned to issues related to women in the Navy, her participation in the landmark 1990 Navy Women's Study Group was the catalyst for enhancing the delivery of culturally competent women's health care and increasing the number of operational assignments for Navy nurses. Her contributions are far-reaching, and will positively impact military nursing and health care for years to come.

Mr. President, more than fifty years ago, as I was recovering in a military hospital, I began a unique relationship with military nurses. Rear Admiral Engel embodies what I know military nurses to be—strong, dedicated professional leaders, stepping to the forefront to serve their country and committed to caring for our Sailors, Marines, Airmen, Soldiers and family members during peacetime and at war. Rear Admiral Engel's many meritorious awards and decorations demonstrate her contributions in a tangible way, but it is the legacy she leaves behind for the Navy Nurse Corps, the United States Navy and the Department of Defense for which we are most appreciative. It is with pride that I congratulate Rear Admiral Engel on her outstanding career of exemplary service.●

WINNERS OF THE 1999-2000 EIGHTH
GRADE YOUTH ESSAY CONTEST

• Mr. LUGAR. Mr. President, I rise today to congratulate a group of young Indiana students who have shown great educative achievement. I would like to bring to the attention of my colleagues the winners of the 1999-2000 Eighth Grade Youth Essay Contest which I sponsored in association with the Indiana Farm Bureau and Bank One of Indiana. These students have displayed strong writing abilities and have proven themselves to be outstanding young Hoosier scholars. I submit their names for the CONGRESSIONAL RECORD because they demonstrate the capabilities of today's students and are fine representatives of our Nation.

This year, Hoosier students wrote on the theme, "International Market Baskets Begin on Hoosier Farms." Considering the importance of our expanding global economy, students were asked to imagine themselves shopping in an exotic marketplace, anywhere in the world, and then describe what Hoosier agricultural products they might find there. I would like to submit for the RECORD the winning essays of Clayton Owsley of Washington County and Emily Ripperger of Franklin County. As state winners of the Youth Essay Contest, these two outstanding students are being recognized on Friday, February 4, 2000 during a visit to our Nation's Capitol.

The essays are as follows:

INTERNATIONAL MARKET BASKETS BEGIN ON
HOOSIER FARMS

(By Clayton Owsley, Washington County)

Our ship arrived on the Island of Aruba early this morning. Our family had been sailing on the Caribbean all night.

Our first stop was to shop in the town of Oranjestad. As we browsed in the marketplace, we saw Aruban art and merchants selling fresh fish off their boats.

While we were in the marketplace we picked up some items to take back to the condominium. I forgot to pack my toothpaste, so I purchased a tube of Crest (peppermint flavored). As I was paying for it, I realized the peppermint used in it could have originated in Indiana. Indiana is the 4th leading peppermint exporter in the United States.

My dad loves popcorn, so he bought some microwave popcorn to fix in the room. I told dad this popcorn might have come from Indiana, since Indiana is the number one popcorn exporter in the United States.

Before we left to go back to our room we ate lunch at a restaurant by the marketplace. The special of the day was roast duckling, which is another export of Indiana. We tried to find many items on the menu that could have originated in Indiana. The vegetable oil and dressings may have come from Indiana soybeans. The soy sauce used to marinate the duckling could also have come from Indiana soybeans.

Dad reminded us that the ketchup on the table could also have come from diced tomatoes grown in Indiana. He informed us that 55% of Aruban imports come from the United States. So it is possible these things could have originated in Indiana.

We realized that there is a little bit of Indiana all over the world.

INTERNATIONAL MARKET BASKETS BEGIN ON
HOOSIER FARMS

(By Emily Ripperger, Franklin County)

Have you ever wondered where Hoosier crops are sent after they are harvested? When I took my first trip to Europe, I found the answers to this question.

It began a few years ago, when I visited London, England, and was amazed at what I found. After visiting famous landmarks, I arrived at Portobello Market, which is on the west side of the city. When I got there, I was in awe at the sights and the sounds of this new place. People were walking down the crowded roads, talking in different languages, and there were more booths than imaginable. As I pushed my way through the crowds, I found myself gazing at crates filled with almost every kind of foreign fruit or vegetable that you could think of. Then, something caught my eye. There were boxes of soybeans, corn, tomatoes and other fami-

lar things. Immediately, I recognized this as something from my home state, Indiana. This really came to me as a shock, because being in a foreign country, I had the impression that I would only be seeing foreign objects. I spoke to the merchant, and he told me that although some of these crops were grown locally, most of them, even the peppermint and spearmint, were grown on Indiana farms. This information sparked my interest, so I did some extensive research. It turns out that Native Americans who lived mostly around the Ohio Valley, and the Great Lakes brought many of these crops grown in Indiana, there. When I returned home, I thought about Hoosier farms and the workers who help keep them running, in a new way.

Going to Europe made me realize the importance of Indiana farms and crops, and how they are useful, not only in the United States, but all around the world.

1999-2000 DISTRICT ESSAY WINNERS

District 1: Wyatt Reidelbach (Pulaski County), Emily Ann Lawrence (Starke County)

District 2: Drew Englehart (Noble County), Alyxandra Schlotter (Noble County)

District 3: Kent Kohlhaugen (Jasper County), Laura Lachmund (White County)

District 4: Brad Rogers (Howard County), Jenell Hierholzer (Miami County)

District 5: Matthew Fry (Putnam County), Tarrah Bernhardt (Hendricks County)

District 6: David Baird (Wayne County), Cassie Bird (Hamilton County)

District 7: Shawna Asher (Knox County)

District 8: Jonathan Brookbank (Union County), Emily Ripperger (Franklin County)

District 9: Drew Baker (Posey County), Amy Moore (Posey County)

District 10: Clayton Owsley (Washington County), Paige Roberts (Washington County)

1999-2000 COUNTY ESSAY WINNERS

Cass: Jeff Plummer, Mollie Graybeal

Delaware: Jason Perkins, Amanda Pollard

Dubuois: Dustin Schwartz

Fayette: Ashley Steele

Franklin: Zackary Reisert, Emily Ripperger

Hamilton: Ryan Kunkel, Cassie Bird

Hancock: Shelby Gues

Hendricks: Nathan Bayliss, Tarrah Bernhardt

Henry: Rebecca Robertson

Howard: Brad Rodgers

Jasper: Kent Kohlhaugen, Cristen Liersch

Jay: Danielle Look

Knox: Shawna Asher

Madison: Zamir Wolfe, Jessica Loveall

Marion: Mike James, Jessica Davis

Miami: Jenell Hierholzer

Newton: Curt Schriner, Lacy Padgett

Noble: Drew Englehart, Alyxandra Schlotter

Orange: Ryan Barwe, Kimberly Kee

Posey: Drew Baker, Amy Moore

Pulaski: Wyatt Reidelbach

Putnam: Matthew Fry

St. Joseph: Colin Ethier, Julie Vander Weide

Shelby: Amanda Denton

Starke: David Jensen, Emily Ann Lawrence

Union: Jonathan Brookbank

Vermillion: William Ealy, Alyssa Burch

Wabash: Greg Martin, Tiffany Livesay

Warrick: A.J. Wilks, Alyssa Davis

Washington: Clayton Owsley, Paige Roberts

Wayne: David Baird, Katy Baumer

White: Austin Waibel, Laura Lachmund

CELEBRATING ST. PAUL SCHOOL

• Mr. BIDEN. Mr. President, today I rise to tell you about St. Paul School in my hometown of Wilmington, Dela-

ware. In a country that can only be measured by the well-being of its least-advantaged citizenry, St. Paul has a special story that is too often left untold.

St. Paul Church and the adjoining school are landmarks on the Wilmington skyline, visible from Interstate 95 heading North through Wilmington. Surrounding it are remnants of a once heavily-populated Irish and German immigrant communities and now is in the heart of the Hispanic section of the city. It sits at the base of the West Side and since the 1800's, has been a safe haven for generations of children and families newly arriving to American shores and settling in our community.

St. Paul School was founded in 1874. Its 125 year history is clear—providing quality education to immigrant and minority children. Yet at St. Paul, there is a much deeper, much more powerful message. While St. Paul is a school of 235 kindergarten through eighth graders, 99% of whom are urban children of color from some of Wilmington's most distressed areas, its students are prepared well and consistently perform above the national indicators of student achievement.

There is no culture of poverty or sense of hopelessness in any child, in any classroom in this school. St. Paul's dispels the assumptions and myths about the innate inability of inner-city minority children from very precarious circumstances to succeed academically and socially in mainstream society. At St. Paul, parents are properly engaged, teachers are supremely dedicated and most important, children come ready to learn. This in a school where more than half the students enter with limited English-speaking ability, most of the families live on the margins of poverty and the teachers and administration work for pay well-below their parochial, public and private counterparts.

St. Paul is indeed a special place, but in my view, it is one of so many other stories we need to find out about, embrace and share with America. Furthermore, it is the reason that we must continue to invest in the education of our children. On February 9, 2000 in Wilmington, there will be a Commemorative Mass benefiting the Saint Paul School Scholarship Fund. It is a time when St. Paul School will take center stage for many in our community. It makes perfect sense because every day, education and its importance takes center stage in the lives of St. Paul children.

Our community—both now and in future—will be better because of the efforts of schools like St. Paul around the country where truly no one child is left behind. We in Wilmington salute St. Paul School.●